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ABSTRACT

The Supplementary Educational Center for the Bottineau County Schools has completed its 6th year under Federal Title III, Elementary and Secondary Education Act, program funding. This report serves as a summary of the Center as well as an evaluative report. Original objectives are reviewed to determine accomplishments. The 8 objectives are: (1) to stimulate local improvement and development of guidance, counseling, and testing services throughout the county; (2) to provide materials, sources of information and various communicative media relative to vocational guidance programs; (3) to provide assistance to all of the several districts in reading program improvement; (4) to provide assistance to administrators in initiating, developing and conducting in-service training for teachers in the rural schools; (5) to provide needed library services for students and library/instructional communication, in-service training to teachers in rural schools; (6) to provide a means for sharing personnel and materials among the various schools and communities; (7) to provide stimulation for further development of county-wide library services for all school children and adults; and (8) to provide a source of literary materials for adults throughout the county. (FF)

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1972-73 EVALUATION

THE SUPPLEMENTARY EDUCATIONAL CENTER

Bottineau, North Dakota

Dr. Thomas E. Jensen
Dickinson State College

August 1, 1973

FILMED FROM BEST AVAILABLE COPY

BOTTINEAU - End of Year and End of Project Report combined

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PART I

INTRODUCTION TO REPORT

The Supplementary Educational Center for the Bottineau County Schools has now completed its sixth year under funding granted to the Center under the Federal Title III Program. This report will serve as a summary of the operation of the Center as well as an evaluative report.

We should refer back to the original proposal to familiarize ourselves with the original objectives of the Center at that time. The specific objectives were listed as follows:

1. to stimulate local improvement and development of guidance counseling and testing service throughout the county.

2. to provide materials, sources of information, and various communicative media relative to vocational guidance programs.

3. to provide assistance to all of the several school districts in the improvement of the Reading Programs.

4. to provide assistance to administrators in initiating, developing and conducting in-service training for teachers in the rural schools.

5. to provide needed library service for students and library/instructional communication, in-service training to teachers in rural schools.

6. to provide a means for sharing personnel and materials among the various schools and communities.

7. to provide stimulation for further development of county-wide library services for all school children and adults.

8. to provide a source of literary materials for adults throughout the county.

In addition to the above objectives each phase of the program listed specific objectives in their section of the program. The objectives will be referred to under the portion of the report concerning each specific portion of the program.

Evaluation Procedures

Because this program is on the last year of its funding from Title III funds this report will be primarily a developmental report during the six year period. The report will make no attempt to make further recommendations but will note what plans are made for the program for 1973-74.

History of the Center

Bottineau County is a rural county that has a population of approximately 11,000. Of these 11,000 approximately 75% are rural and 25% urban with the largest town having a population of 2,760. The county has approximately 1800 elementary students and 800 secondary students contained in eleven public school districts.

In 1966 a Title III planning grant was received to determine the educational needs of the county. The University of North Dakota carried out the planning grant and wrote a preliminary proposal for the county schools.

During the summer of 1967 a Title III grant was received and became operational for that school year. The original grant consisted of three programs; a county wide elementary curriculum director, a vocational counselor, and a county bookmobile. The development of each of these programs will be treated in a later portion of this report. The project was under the advisement of a countywide board that consisted of three county school administrators, the county superintendent of schools, and one member at large. The administrator of the project was Mr. James Holwell, the superintendent of schools at Bottineau.

The project was basically the same for the first three years of operation. The project received a second three year funding in 1970. At this time the curriculum director portion of the program was phased into a reading consultant, with the other portions of the program remaining the same. During the 1970-71 year the Bottineau County project was one of 42 nationwide projects that was cited for an Innovative Project Award by the National Advisory Council.

The project remained basically the same during the last three years of its funding other than improvements in operation and services that were offered within each of the respective portions of the Center.

PART II

GUIDANCE, COUNSELING, AND TESTING COMPONENT

Objectives

The specific stated objectives of this phase of the Center were as follows:

1. To develop student awareness of vocational opportunities, manpower needs, post high school training facilities, and to assist the student in comparing his interests and capabilities with the demands of various vocations.

2. To assist students in developing positive study habits and to facilitate student academic success.

3. To improve emotional health in maladjusted students and increase faculty understanding of problem children.

Participants

The county has approximately sixteen hundred elementary and eight hundred secondary students attending schools. The area is composed of ten independent districts, each without the services of an elementary school counselor and only one school possessing the services of a counselor at the secondary level.

There were several target groups in this program. The major emphasis in vocational guidance was placed on junior and senior high school students in the county with lesser emphasis on the sophomore and freshman students. Teachers who had students with emotional or learning handicaps were also contacted as well as working with specific students with emotional and learning problems.

Development

The counseling portion of the program was originally developed as primarily vocational oriented. After the original implementation of the program the counselor and the advisory board could see the need for additional types of services. During the next few years the program expanded to personal counseling,

social counseling, academic counseling, referral work, and in-service programs for teachers. The counselor and board recognized that one counselor could not do an adequate job in all areas so a system of priorities was developed with vocational counseling, academic counseling, and referral work gaining high priorities. The following includes a list of activities and services that has been carried out by this portion of the Center:

1. group vocational testing and counseling
2. summer employment opportunities for students
3. individual vocational testing and counseling
4. individual parent conferences
5. teacher conferences
6. referrals to area centers
7. career days
8. individual and group aptitude and ability testing
9. teacher in-service programs
10. PTA programs

During the past 3 years increased emphasis has been placed on secondary vocational guidance. Funds have been expended to purchase a large amount of vocational material and this has been disseminated to county students as well as administering and interpreting of aptitude and interest tests.

Career Days have been devedoped by the counselor. County seniors are allowed the opportunity to talk with and listen to representatives from 35-40 different colleges are represented to assist the students.

Table I is a list of activities that were engaged in by the counselor during the past year. This will give a representative sample of the kinds of activities of this portion of the project since its inception.

Table I

Activities of Counselor 1972-73

Activities performed	Frequency
Senior orientations	8 group sessions
Junior vocational	8 group sessions
Elementary Counseling (group)	26
Individual Counseling	369
Career Awareness Groups	21
Parent Conferences	37
Teacher Conferences	28
Speeches	4
Guidance News	2 issues
Course in Self Enhancement Education	1

Table II indicates the various agency referrals that were made during the year.

Table II

Referrals to Agencies	
Mental Health and Retardation Center	2
Area Social Service Center	1
Employment Service	3
Vocational Rehabilitation	5

Table III gives a summary of all tests and test interpretations carried out by the Counselor since the beginning of the project.

Table III

Summary of Testing Program 1967-73

Test	1967-68 Adm.	1967-68 Int.	1968-69		1969-70		1970-71		1971-72		1972-73		Total	
GATB			232	232	121	121	110	110	85	85	99	99	647	647
ACT				73	82	82		73		65		68	82	361
Kuder	150	150	140	140	279	279	99	99	93	93	120	120	881	881
ITED				217	67	67		75		147		171	67	677
WISC			10	10	19	19	8	8	1	1	2	2	40	40
Slosson	150	150	15	15	13	13	8	8	7	7	4	4	47	47
Lorge-Thorndike			103	103			35	35	45	45			183	183
Frostig							5	5	1	1			6	6
PPVT			35	35			19	19	8	8	5	5	67	67
TAP									25	25			25	25
MMPI			1	1					1	1			2	2
VMI											2	2	2	2
Thurstone											1	1	1	1
SAT											1	1	1	1
PSAT					8	8					5	5	13	13
National Merit				9			9	20					9	29
SRA Achievement							1	1					1	1
Social Maturity							12	12					12	12
													2086	2995

Analysis of the Program

In determining the effectiveness of a service type program the main criteria would seem to be the utilization of the services and the satisfaction gained as seen by the school districts.

Two things are indicated in analyzing the use of the counseling program. First the wide variety of activities and services that have been utilized by the schools and secondly the increase in use by all schools in the county. Records of the counseling program indicate that in the first few years of the program most of the use was being made by a small number of schools. At the present time each of the districts are making considerable use of the services of the program. Another significant fact is that there is only one other full-time counselor in the county schools, so in many instances the counselor is offering services that would be completely lacking if the program were not in operation.

The program will continue to be funded for the 1973-74 school year funded by state and local funds. This, I believe, gives a strong indication of the satisfaction with the program that was carried out.

PART III

MOBILE LIBRARY COMPONENT

Objectives

The objectives of the library component of the Center are as follows:

1. to provide needed library services for students and library/instructional communication, in-service training to teachers in rural schools.
2. to provide a source of literary materials for adults throughout the county.
3. to provide materials, sources of information and various media to students and teachers throughout the county.

Participants

The mobile library provided service for all students in the county. To a lesser degree the mobile library provided reading materials to adults in the county.

Means of Evaluation

The evaluator placed particular stress on the use of materials as provided by the records of the librarian. A summary of the total use of library materials for the past six years will be made.

Summary of Activities

The mobile library operated on a yearly schedule that called for scheduled visitations to schools on a bi-weekly basis. Materials were obtained from the mobile unit by both students and teachers. In addition the librarian did send out certain materials that were requested but not on the unit at that time. The unit made materials available to adults during the summer particular emphasis was placed on servicing adults including regular stops at the senior citizens homes in Bottineau and Westhope.

Materials Available

The library made available approximately 10,000 books, 334 cassettes, 436 records, 1400 filmstrips and 837 transparencies.

As a part of the analysis each school was asked to give an approximation of the library holdings of their respective schools. The results are as follows:

Antler	Elementary	Secondary	Filmstrips
Antler	1,500	1,550	55
Bottineau	6,000	5,600	600
Lansford	1,400	3,000	250
Westhope	1,850	2,750	20
Willow City	3,500	3,700	300

The materials available in the mobile library increases the potential for each school a great amount. Tables IV-VII indicate the use made by the county schools during the years of the program. As can be seen, each of the schools does utilize the materials, the program has been a true county wide program of services.

TABLE IV

School use of books from Mobile unit from 1967-73

	1968	1969	1970	1971	1972	1973	Total
Antler	880	1996	1290	1073	1200	1280	7719
Bottineau	6020	11016	7626	6902	8404	10638	50606
Gardena	840	1710	1445	723	859	1168	6745
Kramer	700	1674	1182	769	769	1152	6246
Lansford	1840	3680	2981	1958	2025	2448	14932
Maxbass	1300	3186	2651	2126	2104	2108	13475
Newburg	1590	3006	2528	1775	1394	1424	11717
Souris	1380	2754	2288	1711	2337	1796	12266
Westhope	3360	3186	5584	3583	4500	5200	25413
Willow City	2360	6768	5680	4910	5584	5025	30327
Total	20270	38976	32855	25530	25550	32239	175,420

TABLE V

SCHOOL USE OF FILMSTRIPS FROM MOBILE UNIT 1967-73

	1968	1969	1970	1971	1972	1973	Total
Antler	190	270	347	294	440	560	2101
Bottineau	100	468	360	272	715	1080	2995
Gardena	260	378	88	134	151	208	1219
Kramer	260	594	163	223	285	656	2181
Lansford	220	390	767	275	242	928	2822
Maxbass	150	324	264	112	144	512	1500
Newburg	10	216	139	114	138	128	745
Souris	260	288	280	246	367	336	1777
Westhope	210	306	322	374	466	388	2066
Willow City	200	252	271	440	765	768	2696
Total	1860	3486	3001	2484	3317	5564	19712

TABLE VI

SCHOOL USE OF RECORDS FROM MOBILE UNIT 1967-73

	1968	1969	1970	1971	1972	1973	Total
Antler	90	126	125	118	195	112	766
Bottineau	90	270	192	161	373	640	1726
Gardena	100	54	280	32	31	48	545
Kramer	70	90	115	54	70	192	591
Lansford	160	170	215	82	98	288	1013
Maxbass	30	54	91	33	43	128	379
Newburg	50	54	31	22	22	96	275
Souris	30	90	94	66	101	112	493
Westhope	50	72	92	126	179	240	759
Willow City	80	90	120	175	163	278	906
Total	750	1036	1335	869	1275	2154	7399

TABLE VII

SCHOOL USE OF TRANSPARENCIES FROM MOBILE UNIT 1967-73

	1968	1969	1970	1971	1972	1973	Total
Antler	0	0	99	241	18	80	411
Bottineau	210	72	54	21	114	64	535
Gardena	0	234	12	33	0	128	407
Kramer	50	18	15	0	2	160	245
Lansford	110	180	150	78	38	0	556
Maxbass	170	326	187	67	97	0	847
Newburg	20	90	21	4	12	0	147
Souris	50	73	82	129	62	0	396
Westhope	0	0	86	3	9	0	98
Willow City	20	54	68	63	13	0	218
Total	680	1046	774	612	365	432	3909

TABLE VIII

SCHOOL USE OF TAPES FROM MOBILE UNIT 1967-73

	1968	1969	1970	1971	1972	1973	Total
Antler		54	18	8	97	64	241
Bottineau		18	35	31	102	48	234
Gardena		0	3	7	7	0	17
Kramer		18	33	13	14	128	206
Lansford		0	17	13	29	64	123
Maxbass		0	6	0	23	32	61
Newburg		18	7	16	16	16	73
Souris		0	9	13	39	32	93
Westhope		0	17	1	27	48	93
Willow City		36	38	47	110	64	295
Total		144	183	149	564	496	1536

PART IV

READING COMPONENT

Objectives

General Objectives
An effort will be made on county-wide basis to stimulate the reading program grades 1-6. Teachers will have access to new reading aids, visitations to other schools and in-service workshops. Identification of students reading at least one year below grade level will be based on the results of the SRA or Iowa Basic Skills and/or individual reading tests. Children with severe reading problems will be referred to appropriate agencies for remedial assistance.

Behavioral Objectives:

A. The reading consultant will maintain a regular schedule of visits to the participating schools as determined from the log.

B. The reading consultant will supply the county reading teachers grades 1-6 with demonstration and examination reading materials to be used in classrooms as determined by a log and a questionnaire administered to the teacher.

C. The reading consultant will arrange two in-service reading workshops throughout the year.

D. The reading consultant will conduct follow-up activities at each school following the in-service workshops as measured by the log.

E. The reading consultant will schedule teacher visitations to observe reading programs in other schools as measured by the log.

F. Where reading tests are not administered in grades 1-3 in the participating schools, students will be tested with a reading achievement test to identify those children with reading problems.

G. In special cases where a child with severe reading problems is identified, the child will be referred to the county counselor, to the area Social Service Center, or to the Minot State College Reading Clinic for additional diagnostic evaluation.

H. The reading specialist will demonstrate ways of teaching reading and using reading materials in the classrooms of the various schools served by the project.

I. The reading consultant and the project director will explore the possibility of conducting a three day reading workshop for college credit through the Continuing Education Division at the University of North Dakota.

Participants

The program was delimited to the first three grades in the schools of the county. The target groups therefore were the teachers of grades 1-3 and the students within these grades.

Scope of Program

The program is designed to provide materials and resource personnel for the county schools. As a result much of the program consists of ordering and supplying material and assisting teachers in the use of such materials. The Center has purchased a wide vaiety of materials for demonstration purposes. The Reading Specialist has done an excellent job of building up a resource center in reading.

Among the activities of the reading specialist were the following:

1. Worked with county schools in their diagnostic reading programs. This was especially true in those schools employing a Basic Skills Teacher.
2. Assisted administering and interpreting the Metropolitan Reading Readiness tests in seven of the county schools.
3. Referred several people to area social services for further diagnostic work.
4. Organized two workshops for the teachers in the county.
5. Assisted visitations to Minot Campus schools and other area schools by county teachers.
6. Assisted county teachers in identifying students with reading difficulties.
7. Gave demonstrations of reading materials upon request to various teachers in the county.

Analysis of the Program

The objectives of this portion of the program are primarily process type objectives that indicate the procedures to be used by the reading specialist in carrying out the program. These objectives appear to have been met. It is difficult to have a county wide product type of objective as the program is optional to teachers and all schools do not participate to the same degree.

STAFF AND OVERALL GENERAL PROGRAM

The staff of the Bottineau County Educational Center has consisted of four full time and one part-time person plus the numerous individuals who assist in many direct and indirect ways. The Bottineau County Project was extremenly fortunate in two ways concerning staff. The first is that of a highly qualified and dedicated staff and second the small turnover in staff during the six years the project was in operation.

The present staff includes: Mrs. Jessie Page, the reading specialist, Mr. Del Rothmann, the guidance counselor; Mrs. Lorraine Christian, the librarian; Mr. Sebelius, the driver-clerk; and Mrs. Judy Whiteman, the aide. In a personnel centered project such as this, the type of staff is extremely important and the Bottineau County Project has a well qualified staff.

Of the three major components of the project, Mrs. Christian has been with the project for all six years, Mr. Rothmann for five years, and Mrs. Page for four years. This has greatly assisted in giving the program continuity during the six year period.

Mr. James Holwell has been the project director for the entire six year period and has given unstintingly of his time and talents in making the project a success. Mr. Holwell and other members of the advisory board are to be commended.

PART VI

GENERAL SUMMARY

This section of the report will include a general summary of the six years progress and achievements of the Center. To accomplish this we will review the original objectives to determine the degree of accomplishment.

1. To stimulate local improvement and development of guidance, counseling, and testing service throughout the county.

This objective has at least been partially met as indicated by the approval to continue the program for the coming year with funds other that Title III funds. The utilization of all of the materials available has indicated that the objective is being met.

2. To provide materials, sources of information and various communicative media relative to vocational guidance programs.

Perhaps one of the best indications of whether this objective has been met is to note the large number of vocational tests and interpretations given during the past six years as well as observing the kinds of materials and activities that have been made available to county students. For many of the schools this has been the first opportunity for their high school students to have an organized counseling program.

3. To provide assistance to all of the several school districts in the improvement of the reading programs.

The log of the reading specialist as well as the list of activities and materials made availabe to the county schools indicate that this objective has been met to a degree. This portion of the program was difficult to implement as all teachers did not respond to the possible assistance that was available.

4. To provide assistance to administrators in initiating developing and conducting in-service training for teachers in the rural schools.

Each of the three components did carry on some in-service work with teachers in their respective areas. The reading specialist did most of the work in this area. In most instances the programs were set up by the Center personnel, it is highly questionable whether an on-going system of in-service training has been developed. This still appears to be a need in the county schools.

5. To provide needed library service for students and library/instructional communication, in-service training to teachers in rural schools.

The first phase of this objective has been well met as evidenced by the large number of materials and books checked out in the several schools of the county. The second phase of this objective has not been met to any great degree because of the huge task of accomplishing the first portion. The Advisory Board decided that priority should be given to the distribution of books and materials to the students. This decision would seem to have accomplished more for the students than would a series of in-service workshops.

6. To provide a means for sharing personnel and materials among the various schools and communities.

The best indicator as to whether this objective has been met is to observe that the guidance counselor and the bookmobile will continue to operate in the county on a cooperative basis. The county has allocated funds from federal revnue sharing to continue with the library and the counseling will continue with the utilization of local and state funds.

7. To provide stimulation for further development of county-wide library services for all school children and adults.

This portion has been answered again by the implementation of the program for the 1973-74 year with revenue funds.

8. To provide a source of literary materials for adults throughout the county.

The priorities indicated that the major need was for school children, therefore, most of the time and funds were allocated in this direction. There is evidence that adults did use the bookmobile to a limited degree.

Future of the Project

A final consideration of the effectiveness of the project would be whether it is being continued in part or whole after the termination of federal funding.

The project had been funded for $50,000 for the 1972-73 year; it was the feeling of the advisory board that because of materials presently on hand the entire project could function during the fiscal year of 1974 on the amount of $45,000. It has been apparent that this amount of money would not be available to county sources. With this thought in mind the Advisory Committee deleted the reading component from the project for fiscal 1974, thus reducing the cost of the project.

The Vocational Education Department of the State of North Dakota has agreed to finance 50% of the guidance component for the 1974 fiscal year. The other 50% will be paid by the school districts in proportion to the time the counselor spends in there school.

The school boards, administrators and patrons of the ten school districts in Bottineau County requested that the library mobile unit be funded by Bottineau County Revenue Sharing Funds. The County Commissioners have approved the request and this component will be funded for fiscal year 1974.